



ONLINE GLOBAL LEARNING

SANKOFA CONNECTIONS: HISTORY & MODERN CULTURE IN GHANA

Oakton Community College
14 - 30 May 2024



PROGRAM OVERVIEW

About Ghana

Ghana takes its name from the great medieval trading empire known as the Ghana Empire. It was founded by the Akan Ethnic group in the 13th century. The empire was rich in gold and traded widely with the Portuguese, Dutch, English, and others between the 15th and 16th centuries. This made it become known as the Gold Coast. The 17th century saw a shift to the slave trade, with devastating effects on the country and huge implications for modern world history. Ghana was the first African country south of the Sahara to gain independence from the colonial rule of the British in 1957. Its revolution was led by the nationalist and Pan Africanist Kwame Nkrumah, and the country has since become a model for African economic recovery and political reform. Ghana is well known for being among the world's leading producers of high-quality sun-dried cocoa. Agriculture, forestry, and fishing employ more than half of the population. The country has a rich indigenous culture with people groups such as the Ewe, Fante, Nzema, and Ga Dambe, all with close ties to religion and institutions of chieftaincy. About 50 indigenous languages are spoken in Ghana, the major ones being Akan, Ewe, Ga, Dagaare, and Dagbani. English is the official language. Harvest season, marriage, birth, puberty, and death call for various festivals and rites. These occasions are seen as an expression of anti-colonialism in the 21st century.

"Sankofa" is an Akan word from Ghana, that means "we should retrieve things of value from our knowledge of the past", symbolizing the importance of learning from the past while moving forward. This phrase suggests a global conversation with a learning-oriented focus. The program explores Ghana's history and the impact of globalization on modern culture today. Through interactive discussions with guest experts in Ghana, students have the opportunity to hear impactful perspectives on the transatlantic slave trade, expression through music and poetry, the role of women in society, and youth activism in West Africa.

TRANSFORMATIVE LEARNING JOURNEYS

EDU Africa aims to promote the process of student transformation by utilizing the unique context of Africa to help students broaden their intellectual horizons and grow personally, cross-culturally, professionally, and as global citizens.



**INTERCULTURAL
COMPETENCE**



**GLOBAL
CITIZENSHIP**



**PERSONAL
GROWTH**



**INTELLECTUAL
GROWTH**



**PROFESSIONAL
DEVELOPMENT**

LEARNING OUTCOMES

By the end of this program, students should be able to:

1. Discuss the effects of Ghana's history on culture, identity and well-being in Ghana today (IG, GC)
2. Compare and contrast expressions of culture in Ghana and the US (IG)
3. Devise ideas for increased equity and social justice in their own communities (GC)
4. Develop intercultural communication skills and attitudes of curiosity, empathy & respect (PD, IC)
5. Reflect on personal culture, values and belief systems (PG)

Note: Specific learning outcomes and activities can be constructed in collaboration with EDU Africa's dedicated curriculum development team.

DAILY PROGRAM

2024	Time (CDT) 9 - 10:30	Session	Facilitator	Learning Outcome Achieved
Pre-Program		Students will be notified of the pre-program reading and activities to be completed ahead of time		
14 May	15 min	Introduction to the program and Icebreaker	EDU Africa Program Facilitator/s	2, 4, 5
	30 min	Orientation to Ghana		
	35 min	Introduction to Individualistic and Collectivist Worldviews		
	10 min	Complete Transformation Q1		
16 May	10 min	Welcome and Icebreaker	EDU Africa Program Facilitator/s	1, 4
	45 min	The Impact of the Transatlantic Slave Trade on Identity in Ghana	Prof. Kodzo Gavua	
	30 min	Discussion and Reflection	EDU Africa Program Facilitator/s	
	5 min	Wrap up		
21 May	10 min	Welcome and Icebreaker	EDU Africa Program Facilitator/s	1, 2, 4
	45 min	The Global Impact of Ghanaian Music	Prof. Kodzo Gavua	
	30 min	Discussion and Reflection	EDU Africa Program Facilitators	
	5 min	Wrap up		
23 May	10 min	Welcome and Icebreaker	EDU Africa Program Facilitator/s	1, 3, 4
	45 min	The Role of Women in Ghana	Dr. Akosua Keseboa Darkwah	
	30 min	Discussion and Reflection	EDU Africa Program Facilitator/s	
	5 min	Wrap up		

28 May	10 min	Welcome and Icebreaker	EDU Africa Program Facilitator/s	2, 3, 5
	45 min	Explore Youth Culture, Art and Activism in West Africa.	Nana Akua Afriyie Busia	
	30 min	Discussion and Reflection	EDU Africa Program Facilitator/s	
	5 min	Wrap up		
30 May	5 min	Welcome and Icebreaker	EDU Africa Program Facilitator/s	1, 2, 5
	20 min	Poetry Performance	Nii Solomon	
	30 min	Reflection Activity	EDU Africa Program Facilitator/s	
	15 min	Complete Transformation Q2		
	5 min	Wrap up and Farewell		

SUSTAINABLE DEVELOPMENT GOALS

This program engages students with the principles of the following United Nations Sustainable Development Goals:



OUR PROGRAMMING TEAM

Our team works collaboratively with faculty to curate and deliver quality programs. Each program will have a dedicated Program Manager to assist with content development. An assigned Program Facilitator will conduct the sessions, lead reflections, and support participants on their learning journey. Finally, a Technical Support Team is available to set up and ensure the smooth running of the online global learning program

PROGRAM CONTRIBUTORS

Prof. Kodzo Gavua



Professor Kodzo Gavua is an ethnographer, an archaeologist and a musician. He is now working as an Associate Professor of Archaeology and Heritage Studies at the University of Ghana. Professor Gavua is passionate about public archaeology, anthropology of tourism, art history and material culture studies. On top of his work at the University of Ghana, Professor Gavua, established and now coordinates the A.G. Leventis Digital Resource Centre for African Culture in Accra.

Dr. Akosua Keseboa Darkwah



Associate Professor at the University of Ghana, Dr. Akosua Keseboa Darkwah is a distinguished scholar and educator with over two decades of experience in Development Sociology, Gender Studies, and Labor Studies. Holding a doctoral degree from the University of Wisconsin-Madison, her research, teaching, and leadership have significantly impacted the academic community. Dr. Darkwah's dynamic teaching style and mentorship inspire students to excel, while her interdisciplinary research, focusing on African Women and Globalization, has garnered acclaim in esteemed journals and conferences.

Nana Akua Afriyie Busia



Nana Akua Afriyie Busia is the Administrative Aide Ministry of Foreign Affairs. She is passionate about youth inclusion and therefore founded the Nana Akua Afriyie Busia (NAAB) Foundation. The NAAB foundation is a youth focused non-profit organization which works with vulnerable children, particularly young girls, street children and youth without parents. Nana holds a Bachelor's degree in Political science and philosophy as well as a Masters degree in International Relations from the University of Ghana. She believes that the UN SDG Goals are crucial in addressing the issues faced by youth in Ghana today.

Nii Solomon



Nii Solomon is an award-winning Ghanaian tour guide and the Creative Director of Village Minds Production, a theater company he established in 2015 to bring his literary creations to life. Alongside his role as a published poet and playwright, Nii Solomon actively engages in philanthropy through his company, collaborating with NGOs on theater for development initiatives aimed at addressing pressing social issues. His theatrical works confront topics such as streetism and urban-rural migration in Ghana, offering insightful perspectives on how these challenges can be tackled.

TIME COMMITMENT

11 Hours

Students will be expected to be available for a total of 6 days. There are some activities and assignments that will need to be worked on outside of the meeting slots. The time commitment required for online meetings is 9 hours throughout the program. We recommend a further 2 hours of individual time.

ORIENTATION

EDU Africa Orientation

EDU Africa offers a comprehensive introductory session at the start of the Virtual Exchange program to kickstart student engagement and manage expectations of their time ahead. The orientation session begins with an overview of EDU Africa and its transformative learning goals. It is led by the local Program Facilitator who will guide and support the group through each session for the duration of the program. The orientation is designed to give students a brief introduction to the country, add context to the program theme, and provide information that is pertinent to the group's overall experience. Students will have the opportunity to ask questions towards the conclusion of the session.

PROGRAM EVALUATION

Transformation Questionnaires

EDU Africa's Transformation Questionnaires are pre-and post-test student self-evaluations designed to help gauge their transformation in line with EDU Africa's transformative learning goals. Students complete Transformation Questionnaire 1 at the start of the program, providing a benchmark score against which we compare their results for Transformation Questionnaire 2 (completed at the program's end). A report is drawn from the student data collected and shared with faculty in the weeks after the program has ended.

Reflection Sessions

Reflection sessions encourage students to think through, process, and make meaning of their experiences on the program. Through a combination of formal and informal reflection techniques, students will be asked questions and invited to engage in structured activities that encourage them to articulate their thoughts and feelings, internalize any lessons or moments of growth, and ultimately, to transform, in line with the program learning outcomes.

STUDENT ELIGIBILITY REQUIREMENTS

Students participating in this program should be aware of and be prepared for the following:

- Ability to access high-speed internet connectivity and use the following online platforms:
 - Zoom
 - G-Suite
- Willingness to adapt to unpredictable circumstances (e.g., connectivity issues)
- Speaking openly about the themes of race, colonialism and inequality with people from different backgrounds
- Commit to the hours outlined in the program and be considerate of the difference in time zones
- Signing and adhering to the policies outlined in EDU Africa's Online Global Learning Participant Agreement Form

Please advise your Program Manager of any functional differences that may require modifications to increase student access to the program.

PROGRAM COST

The itinerary is correct at the time of submission. It is flexible and may be adjusted to meet students' needs. In all cases, we will do our best to preserve the quality of what is presented herein. However, we reserve the right to modify the itinerary and costs if any changes dictate.

Student pax	Total Program Cost USD
10 - 20	\$3 850
21 - 40	\$4 300

What this includes:

- Enrolment/registration fee
- On-line mentoring and technical support
- All curricular material and resources
- Partner fees (including all our program contributors)
- A donation of 1% of the program fee towards CER-K for the reforestation of Brackenhurst Forest and other important ecosystems in Kenya.

[The Center for Ecosystem Restoration - Kenya](#) is a not-for-profit organization working to recover biodiversity in Kenya through the reforestation of the Brackenhurst forest and the restoration of other key Kenyan ecosystems. Through their donations, participants play an integral part in reversing the degradation of the African continent and ensuring that communities will be able to enjoy the benefits of these natural indigenous ecosystems for generations to come.

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